

Program Efficacy, Spring 2011

Complete and attach this cover sheet as the first page of your report.

Program Being Evaluated

Speech

Name of Division

Arts and Humanities

Name of Person Preparing this Report

Leticia Hector

Extension

8618

Name of Department Members Consulted

Diane Alblinger
Jay Danley
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Name of Reviewers

Sandra Waters; David Smith; Rocio Delgado

Program Review Committee Representatives

Paula Ferri-Milligan; Jose Recinos; Edward Jones

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		3/17/11
Final draft sent to the dean	3/28/11	3/27/11
Report submitted to Program Review Team	3/28/11	3/27/11
Meeting with Review Team		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	4		12
Classified Staff			
Total	4	0	12

Part I. Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below. **Demographic Information**

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	158	.9	.9	.9
F	11001	62.9	62.9	63.8
M	6337	36.2	36.2	100.0
Total	17496	100.0	100.0	

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2421	13.8	13.8	13.8
A	662	3.8	3.8	17.6
B	3392	19.4	19.4	37.0
F	261	1.5	1.5	38.5
H	7340	42.0	42.0	80.5
N	134	.8	.8	81.2
O	143	.8	.8	82.0
P	128	.7	.7	82.8
W	2484	14.2	14.2	97.0
X	531	3.0	3.0	100.0
Total	17496	100.0	100.0	

A= Asian, B=Black, F=Filipino, H=Hispanic N=Native American, O=other, P=Pacific Islander, W=White,
X=no response

Disability

Disability	Frequency	Dept. Percent	Campus Pct.
No disability	16734	95.6%	95.5%
Disabled	762	4.4%	4.5%
Total	17496	100%	100%

Age

Average Age	N	Youngest	Oldest	Avg. Age Dept.	Avg. Age Campus
	17496	15	71	25.50	29.1

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The Speech department population clearly reflects the college's population and does not perceive any issues of concern. Our department population seems to be right on target with serving the campus population. The Speech Department female population (62.9) is greater than our male population (36.2). Our campus student demographics reflect more females attending college than males. The ethnicity of the students enrolled in Speech seem to be the top three ethnicities the Campus tends to serve most, Hispanic (Speech 42%), Black (Speech 19.4%), and White (Speech 14.2). The average age of our students enrolled in the Speech department is 25.5 compared to 29.1 (campus), and these students are mostly non-disabled (95.6%), similar to our campus population (95.5%).

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Speech Department is mindful of providing access for all students without jeopardizing the integrity of our curriculum. The department is aware that all of our students are not able to attend traditional time blocks on campus, and as a department have made an effort to broaden our scheduling patterns. Thus, our curriculum is taught in various learning environments and offered at various times, which include traditional face-to-face classes (morning, mid day, and evening offerings), weekend offerings, various late start schedules (8, 9, and 13 week offerings), online, and hybrid online courses. Providing our students with an array of options creates more access to students who otherwise may not be able to enroll in our classes.

Part II: Questions Related to Strategic Initiative: Student Success

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

The Speech Department experienced 24% growth in enrollment between the academic years 04-05 to 09-10. During the 2004-2005 academic year, the department offered a total of 88 sections in which 2420 students were enrolled, and the department generated 228.41 FTES. However, during our 2009-2010 academic year, 92 sections were offered, and 2889 students were enrolled and the department generated 284.28 FTES. The Speech Department has an FTE load equivalent to 9 full-time faculty, but function with 4 full-time faculty and 12 adjunct faculty. Our department WSCH continues to improve. In the past six years, the Speech Department WSCH has gone from 389 to 479. Our department offered online courses for the first time in 05-06. Our percentage of online enrollment has gone from 7% to 12% in the past five years, providing more access to students who otherwise may not be able to enroll in our classes. Within the last six years, the Speech department has also increased retention rates from 74% to 80%.

Supplemental Data

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

It is critical that our students leave our Institution acquiring effective communication skills, a key component in today's workforce. According to Job Outlook 2011, National Association of Colleges and Employers: Employers rank top 5 skills/qualities they look for in employees, and Verbal Communication Skills ranked #1. The Speech department emphasizes the development of the skills and techniques essential for effective oral communication skills, a prerequisite for both occupational and personal success. Our students have the opportunity to acquire these skills through the various courses offered within our department.

Student Learning Outcomes



Student Learning Outcomes (SLO)

Prospective Students | Current Students | Online College | Instructional Programs | Student Services

San Bernardino Valley College - Student Learning Outcomes (SLO)

Home » Arts & Humanities » Speech

Previous Directory

SPEECH SLO'S revised 5-10.pdf

The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

Student Learning Outcomes have been developed for all of the courses offered in the Speech Department and are on file with the Office of Instruction.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

The Speech Department has assessed each SLO as indicated on the plan created 3 years ago. We are in the process of assessing the last two classes this semester, completing the three-year cycle as scheduled.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

The purpose of the Speech Department is to offer courses that are designed to foster practical communication skills. The department emphasizes the development of the skills and techniques essential for effective oral communication skills, a prerequisite for both occupational and personal success. The department offers a variety of 100 level Speech Communication courses that meet General Education requirements. The Speech

Department also meets one of the “Golden Four” CSU requirements. One of the “Golden Four” requirements is the A1 requirement-Oral Communication, and can only be met through Speech Communication courses.

How does this purpose relate to the college mission?

The mission of our college is to “provide quality education and services that support a diverse community of learners”. The Speech Department supports our campus mission, through preparing our students for occupational and personal success through developing their communication skills. The department offers a curriculum that meets the CSU and UC transfer requirements.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

Nothing additional to add. All of the analysis and explanation of the productivity data and narrative in the EMP Summary was provided in part II.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

Arts & Humanities				
Communication Studies				
	Course	Status	Last Content Review	Next Review Date
	COMMST100 Elements of Public Speaking	Active	04/15/2003	04/15/2009
	COMMST100H Elements of Public Speaking – Honors	Active	04/15/2003	04/15/2009
	COMMST110 Beginning Voice and Diction	Active	04/15/2002	04/15/2008
	COMMST111 Interpersonal Communication	Active	04/15/2004	04/15/2010
	COMMST125 Critical Thinking Through Argumentation and Debate	Active	04/15/2000	04/15/2006
	COMMST130 Introduction to Communication	Active	04/15/2000	04/15/2006
	COMMST135 Mass Media and Society	Active	04/15/2002	04/15/2008
	COMMST140 Small Group Communication	Active	02/12/2007	02/12/2013
	COMMST174 Intercultural Communication	Active	04/15/2002	04/15/2008
	COMMST176 Gender Differences in Communication	Active	04/15/2002	04/15/2008
	COMMST222 Independent Study in Speech	Active	04/15/2002	04/15/2008
	COMMST910 Preparation for Public Speaking	Active	11/15/2002	11/15/2008
	COMMST110 Beginning Voice and Diction	Pending	04/15/2002	04/15/2008
	COMMST125 Critical Thinking Through Argumentation and Debate	Pending	04/15/2000	04/15/2006

	COMMST135 Mass Media and Society	Pending	04/15/2002	04/15/2008
	COMMST174 Intercultural Communication	Pending	04/15/2002	04/15/2008
	COMMST176 Gender Differences in Communication	Pending	04/15/2002	04/15/2008
	COMMST130 Introduction to Communication	Launched	04/15/2000	04/15/2006
	COMMST140 Small Group Communication	Launched	02/12/2007	02/12/2013

The Content Review Summary from Curricunet is out of date. The current status is as follows: All of the Speech courses have been **launched**. Our Department has recently gone through the approval process of changing our Department name from Speech to Communication Studies. The name change will be reflected in the Fall 2012 catalog. Now that our Department name change has been approved, all of our course outlines have been submitted/launched to reflect this new code (SPCH to COMMST), as well as updated course outlines. COMMST 140 has been approved, COMMST 910,110, 130 have been deleted. All of the other courses offered within our department are up for technical review Monday 3/28, and scheduled to reach the full curriculum committee for approval the following week. As of early April, all of our Department curriculum will reflect the new department name, as well as updated course outlines.

List Courses above 100 where articulation is not occurring	With CSU	With UC
NONE		

Describe your plan to articulate these classes.

All of the courses offered by the Speech Department are articulated with CSU/UC.

Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Speech begins on p. 193

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

The following classes are no longer offered, and have been deleted this semester: SPEECH 910-Preparation for public speaking, SPEECH 110-Beginning voice and diction, SPEECH 120-Oral interpretation, and SPEECH 130-Introduction to communication.

Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

Our campus seems to be experiencing various enrollment patterns. Our Department has recognized that once we think we have figured out the enrollment trends for our department, they change. For example, the State is currently experiencing serious Budget issue, which has impacted the number of sections we as a department have to offer our students. Thus, our Department has recognized the need to always be mindful of the needs of our students at “that moment” and maintain flexibility in the blocks we offer our courses semester to semester, as well as which course to offer in a time of section cuts. Another trend within our department has been the growth among our online offerings. We have gone from one section to six sections in five years. Growth within online offerings would be even greater, however we have not had the opportunity to expand offerings due to current budget constraints. As we continue to have a demand for online courses, it will be essential that our department stay current with the technology and attending professional development workshops in regards to this topic. With technology constantly evolving, maintaining currency will play a major role in our department offering an optimal level of service among our online sections.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The one major misperception of the Speech department is that we only offer “speech, public speaking”. Many do not recognize that our department offers more than just public speaking, but many other courses that emphasize how to communicate effectively in various contexts (example: Interpersonal Communication, Small Group, Gender Communication, Intercultural Communication, etc.) To help overcome this barrier, the department recently went through the approval process to change the department name from Speech to Communication Studies. Our department name change will be reflected in our 2012 catalog. Most Speech Departments have moved in this direction because of “Speech” being misleading for some. Scholars within our discipline have also argued that this may also impact the number of those that may choose to major within our field.

The Speech Department has demonstrated 24% growth in enrollment within the last six years. Our Department continues to strive and meet the needs of our students, offering courses during various time blocks. In the attempt to reach various populations, we offer courses: MW TTH

MWF FS, morning course beginning at 6:30 a.m., day offerings, evenings, and weekends. We also offer 18 week, 13 week, 9 and 8 week courses. The department also offers online and hybrid courses. Last year, the department served 2889 students.

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

While the Speech Department has demonstrated 24% growth in enrollment within the last six years, our EMP summary demonstrates a slight dip in course offerings between 08-09 academic year to 09-10. In 2004-2005 to 2007-2008, the department offerings went from 88 to 94 sections. It becomes challenging to demonstrate continued growth at a time where sections must be cut due to budget constraints. While our course offerings have been slightly reduced, it has made it very important for our department to consider what classes to cut. We have taken into consideration which courses would serve the needs of our students best, what time blocks and online offerings would be most appropriate.

V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

As mentioned above, our department offered online courses for the first time in 05-06. Our percentage of online enrollment has gone from 7% to 12% in the past five years, providing more access to students who otherwise may not be able to enroll in our classes. The Speech Department currently consists of four full time faculty. Three of the four full-time faculty members currently teach at least one course online providing a supportive climate among colleagues. In regards to partnerships, we collaborate with the Speech Department at Crafton Hills on two major projects. One project is hosted in the Fall, and the other in the Spring. In the Fall, the San Bernardino Valley College Speech Department hosts an Annual Speech Tournament between currently enrolled public speaking students at Valley College and Crafton Hills. Students are given the opportunity to deliver their Informative Speech in a more competitive environment. Fall 2010, we had just over 30 students participate between Valley College and Crafton Hills. We have hosted this event for over five years. In the Spring, our Speech Department co-sponsors the "Southern California Speech Educators Forum" hosted at Crafton Hills. Speech and/or Communication Studies faculty from local Community Colleges are invited to participate in various forums and open discussions regarding current issues pertaining to our field of study. One of our full time faculty (Jay Danley) members has also organized and worked closely with our graduation student speaker for the past many years. As a result, the student speeches at graduation have been a success.